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ABSTRACT

The second European Survey on Educational Research, carried out by the Secretariat of the Council of Europe in cooperation with member governments, covers the period 1969-1970. It contains, in four volumes, replies from 14 countries and reports on the activities of over 240 research institutes. This present index volume is in two parts. Part I lists the institute directors and researchers mentioned in the Survey. Part II contains descriptors to assist the reader in retrieving individual projects. Part II has been subdivided into an English and a French section. The English descriptors refer to projects listed in Volumes I, II, and IV (ED 061 091), while the French descriptors refer to projects listed in Volume III (ED 061 039). (CP)

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EUROPEAN SURVEY 1970

VOLUME V

INDEX

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INTRODUCTION

The second European Survey on Educational Research, carried out by the Secretariat of the Council of Europe in co-operation with member Governments covers the period 1969-1970. It contains in four volumes replies from 14 countries and reports on the activities of over 240 research institutes.

The present index volume prepared by the Secretariat is in two parts. Part I lists the institute directors and the researchers mentioned in the Survey. Part II contains descriptors to assist the reader in retrieving individual projects.

Since an internationally agreed thesaurus of educational terms to be used as descriptors for educational research projects does not yet exist either in English or in French, the Secretariat met with considerable difficulties in endeavouring to select the most appropriate descriptors for the projects abstracted in the Survey. In making its choice of descriptors, the Secretariat tried to bear in mind the needs of the majority of users of the Survey, namely educators and administrators in the ministries of education, councils, committees and other agencies interested in the relevance of research to educational practice.

Part II has been subdivided into an English and a French section. The English descriptors refer to projects listed in volumes I, II and IV, whilst the French descriptors refer to projects listed in volume III.

Strasbourg, May 1972

Niels BORCH-JACOBSEN
Director of Education and of
Cultural and Scientific Affairs

INTRODUCTION

La deuxième Enquête européenne sur la recherche en matière d'éducation, effectuée par le Secrétariat du Conseil de l'Europe en collaboration avec les Gouvernements membres, couvre la période 1969-1970. Elle reproduit en quatre volumes les réponses de 14 pays et rapporte les activités de plus de 240 instituts de recherche.

Le présent index préparé par le Secrétariat se présente en deux parties. La première partie fournit la liste des directeurs d'instituts et des chercheurs cités dans l'Enquête. La deuxième partie comporte les descripteurs permettant au lecteur de retrouver des projets particuliers.

Etant donné qu'il n'existe pas encore, ni en français ni en anglais, de thesaurus internationalement reconnu sur les termes pédagogiques devant être utilisés comme descripteurs pour les projets de recherche pédagogique, le Secrétariat a rencontré certaines difficultés pour sélectionner les descripteurs les plus appropriés aux projets résumés dans l'Enquête. En choisissant les descripteurs, le Secrétariat s'est efforcé de répondre au besoin de la majorité des utilisateurs de l'Enquête, en particulier les pédagogues et administrateurs travaillant dans les Ministères de l'Education, les conseils, comités et autres organismes intéressés à la portée de la recherche sur la pratique pédagogique.

La deuxième partie est divisée en deux sections, une section anglaise, une section française. Les descripteurs anglais se rapportent aux projets contenus dans les volumes I, II et IV; les descripteurs français se rapportent aux projets contenus dans le volume III.

Strasbourg, Mai 1972

Niels BORCH-JACOBSEN
Directeur de l'Enseignement et des
Affaires Culturelles et Scientifiques

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curriculum development: IV/51 (CD1)

Emigration

of highly qualified manpower: IV/252 (C3), IV/261 (C1)

Engineering design

curriculum development: IV/200 (D3)

Engineering schools/colleges: IV/57 (CD21)

Engineering school graduates: IV/110 (C1)

Engineers: IV/67 (D12), IV/210 (D2)

Enrolment

effect of distance from school: II/129 (4)
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secondary school, upper stage: I/126 (1/68)
university students: II/127 (D2), IV/209 (C6), IV/210 (D3)

Environment

influence on academic achievement: IV/30 (1)
school, influence on educational process: I/114 (D17)

Environmental studies: I/35 (31), I/51 (90), II/112 (D1)

Equality of opportunity: II/38 (C3)

Evaluation: II/70 (D1)

influence among students, teachers, and parents: I/136 (D7)
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methods, secondary school level: I/136 (D7)
of educational achievement: I/27 (2), I/27 (3), I/125 (D14), II/55 (D23)
of different types of school: IV/96 (CD8)
of higher education: I/142 (D4)
of instructional systems: I/141 (D1)
of learning achievements: II/51 (D11)
of secondary modern school development: IV/96 (CD6)
of the general ability to acquire higher education: I/143 (D5)
of travelling village courses: IV/259 (C4)
of university courses on the basis of student information: I/129 (D4)
reliability: II/98 (1)
secondary school level: I/123 (D9)
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Examinations

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objective testing: IV/170 (D1)
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Failure rates

elementary and secondary school level: IV/245 (C1)

Feedback: IV/164 (C1)

Fichte: IV/116 (28)

Finalistic explanations

in educational science: II/64 (D1)

Finance, educational: I/41 (58), I/42 (59), II/95 (D8), IV/12, IV/37 (4), IV/57 (CD19), IV/58 (CD27), IV/59 (CD33), IV/72 (C9), IV/77 (D13), IV/77 (D14), IV/111 (C6), IV/206 (C1), IV/208 (C4), IV/208 (C5), IV/209 (C6), IV/213 (D3), IV/261 (C)

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upper secondary school: II/119 (C3)

Five-day school week: II/50 (D9), II/119 (C2)

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boys born in Greater Copenhagen in 1953: II/26 (1)
certificate of secondary education students: I/44 (65)
comprehensive school pupils: I/157 (1), II/48 (D4), II/67 (D1), II/75 (D4)
drop-outs from Stockholm schools in the years 1964-68: I/135 (D5)
ethnic awareness: I/30 (11)
factors influencing career choice: II/62 (D1)
factors influencing educational choice: I/72 (C2)
grade 3 pupils, Malmö 1938: I/117 (C2), I/122 (D7)
grade 9 pupils, 1965-66: I/121 (D6)
"gymnas"graduates: II/126 (1/69)
independent methods of study: I/78 (D5)
influence of environmental and social factors on academic achievement: I/56 (110)
initial teaching alphabet: I/51 (92)
intelligence, 1932 group: I/47 (77)
occupational aspirations: I/50 (88)
parental attitudes: I/55 (106)
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Plowden National Survey Sample: I/28 (6)
prediction of academic achievement, university level: I/58 (116), I/142 (D3)

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relevance of curricula to employment duties: I/79 (D6)
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recently qualified teachers: I/60 (123), II/114 (D8)
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English, comprehension tests: IV/192 (D2)
English, comprehensive school level: I/86 (D4), II/49 (D7)
English, elementary school level: IV/52 (CD1d)
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English for immigrant children: I/41 (55), I/42 (60)
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French, comprehension tests: IV/192 (D2)
French, international study on educational achievement: I/27 (2), I/27 (3), I/125 (D14)
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German, grading of texts: I/131 (C1)
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Gifted children: II/84 (C4)

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Grouping, flexible: I/112 (D13)

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Group dynamics: I/128 (D2), IV/145 (C1)

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Home-school relationship

influence on children's achievement: I/55 (109)

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Intelligence

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relation to type of school: IV/29 (2)
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Maladjusted children: IV/113 (1), IV/217 (D1), IV/218 (D2)

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Mathematics: IV/117 (6)

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Minority groups: I/30 (11), I/35 (29), I/41 (55), I/128 (C3), I/128 (D2), I/129 (D3), I/134 (D4), I/143 (D7), II/83 (C1), IV/115 (16), IV/117 (4)

Mnemonics: IV/6 (3)

Mobility

of population in local areas: II/129 (2)
of scientific personnel in higher education: II/127 (D4)
of students: IV/86 (D3)
social: I/56 (112), II/26 (1)
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Monitoring procedures: I/44 (66)

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Danish: II/17 (D1), II/18 (D3)
Danish at the comprehensive school: II/15 (C1)
Danish, review of literature on the teaching of: II/16 (C3)
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Motivation: II/71 (C2), II/109 (C3), IV/113 (5), IV/172 (D4), IV/181 (D3), IV/182 (D4)

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motivational aspects of school performance: I/118 (C6)
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historical study of teaching: IV/116 (29)

Needs of young people: IV/66 (D2)

Non-streaming: I/113 (D15), II/117 (D2)

Nuffield Foundation: I/33 (20), I/33 (21), I/33 (23), I/34 (24), I/36 (34), I/36 (36), I/38 (45), I/39 (46), I/39 (50), I/49 (85)

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Objectives

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Observation techniques: I/111 (D12), II/60 (D1)

Occupational aspirations: I/60 (124)

of higher education students: I/50 (88)

Occupational career

engineering students: IV/86 (D3)
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Occupational choice: IV/23 (2), IV/180 (D1)

of domestic-science school graduates: IV/26 (4)
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of university drop-outs: I/59 (120), IV/57 (CD20)
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Opportunities, educational: II/67 (D1), IV/4 (1), IV/162 (C1)

influence of social situation: IV/37 (3)
of engineering school graduates: IV/110 (C1)

Oracy

11-18 age range: I/40 (54)

Oral communication: I/40 (52), IV/62 (D5)

Oral skills

11-18 age range: I/40 (54)

Out-of-school education: IV/238 (D1)

Output, educational: IV/208 (C5)

Parents

attitudes to the comprehensive school: II/107 (2)
educational experience: IV/114 (7)
educational practice: IV/113 (3)

Partially deaf: I/151 (D9)

intellectual development: II/84 (C3)
language development: II/84 (C3)

Partially sighted: I/150 (D7)

intelligence test: IV/117 (2)

Participation

influence of school organisation: I/53 (100)
'n the post-compulsory school system: IV/63 (D7)
of students in the planning of teaching: I/150 (D8)

Pedagogical training

university staff: II/22 (2)

Peer groups

influence on behaviour: II/100 (D2)

People's colleges

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Perceptually handicapped: IV/233 (C4)

Permanent education: IV/17 (1), IV/33 (3)

Personality

9-11 age range: I/29 (9)
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teacher: I/109 (D9), II/113 (D5), IV/179 (D2)
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Personality characteristics

divergent student groups: IV/115 (15)

Personality development: II/51 (D13)

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Personality factors

influence on "gymnasium" recruitment: II/110 (C5)

Phonetics: IV/116 (25), IV/193 (D3)

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Physical characteristics

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Physical development

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Physical fitness

of schoolboys: II/54 (D20)

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Physical stress

amongst technical and vocational school pupils: IV/25 (3)

Physicians

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Physics: IV/194 (C1)

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Political attitudes

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Political factors

influence on education: I/29 (10), IV/106 (CD1)

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effect of youth schools on: II/129 (2)

Post-primary education

factors affecting utilisation of facilities: II/85 (C1)
factors influencing choice of: II/98 (C2)

Prediction

achievement: I/117 (C2), IV/162 (C1)
achievement, comprehensive school: II/75 (D4)
achievement, secondary school: I/138 (C2)
achievement, university: I/46 (74), I/138 (C1), I/142 (D3), II/89 (D1), IV/23 (1)
education in the year 2000: I/126 (D15)
maladjustment: I/157 (1)
results of adult vocational training centres: IV/214 (C1)
success in teacher-training establishments: II/60 (D2)
teacher effectiveness: I/109 (D9)
university student enrolment and graduation: II/127 (D2)

Predictive validity

examinations: I/44 (65), I/45 (68)
group intelligence test: IV/162 (C)
school marks: I/138 (C1)

Premature birth

after effects at age 8-10 years: II/9 (5)

Premature school leavers: II/38 (C3), IV/100 (10)

Pre-school: I/47 (78), II/18 (D2), II/113 (D3), II/119 (C6), IV/72 (C9), IV/74 (D4), IV/74 (D5)

art education: II/47 (D1)
concept teaching: I/86 (D3)
creativity: II/47 (D1)

Pre-school (cont'd)

children, cognitive development: I/47 (79)
curriculum development: II/100 (D3), IV/102 (C2)
development of quantitative concepts: II/47 (D2)
effect on later academic achievement: IV/31 (2)
goal analysis: I/86 (D3)
individualised instruction: I/92 (D1)
integrated with primary school education: I/113 (D15)
linguistic training: I/86 (D3)
maladjusted children: I/119 (D2), IV/217 (D1)
psychological prerequisites for communication: II/52 (D15)
reading: I/92 (D1), IV/114 (12)
rural areas: IV/160 (D1)
social development: I/47 (79)
socially disadvantaged children: IV/225 (D3), IV/234 (D2)
social training: I/86 (D3)
teaching methods: II/123 (D6)
writing: I/92 (D1)

Primary education

objectives: I/38 (44)

Priority areas: I/56 (111), IV/95 (CD1)

Private universities/colleges

in the USA: IV/56 (CD11)

Problem children: IV/113 (1), IV/113 (4)

Problems

of middle school and lycée pupils: IV/248 (D3)

Problem solving: II/10 (7), IV/151 (D1), IV/153 (D5), IV/183 (D1), IV/186 (D2), IV/197 (D1)

Programmed instruction: I/91 (C2), II/43 (C11), IV/156 (C1), IV/166 (D1)

arithmetic: IV/29 (1)
economics: IV/19
factors affecting learning efficiency: I/42 (61)
geometry: IV/28 (1)
group and individualised: IV/12
primary school level: IV/175 (D3)
spelling: IV/29 (1)
university level: IV/20 (1), IV/133 (D11)

Programme effectiveness

physics: IV/194 (C)

Programme structure

university level: IV/188 (C1)

Programming systems: II/19 (1)

Psycholinguistics: II/52 (D15), IV/185 (D1)

Psychological characteristics

comprehensive school pupils: II/67 (D1)

Psychological factors

influencing the output of education: IV/162 (C1)

Psychology

vocational training: IV/116 (24)

Pupil

attitudes: I/52 (96), II/102
flow: IV/210 (D1)
transportation: IV/85 (D1), IV/85 (D2)
values: II/102

Pupils

behaviour conflicting with school norms: II/111 (C7)
school-rejecting: II/110 (C4)
social adjustment in comprehensive schools: II/115 (D9)

Radicalism

university students: IV/147 (C1)

Reading ability

relation to school achievement: II/53 (D16)

Reading errors: II/53 (D17)

Reading comprehension: IV/7(8)

international survey on educational achievement: I/27 (2), I/27 (3), I/125 (D14), II/55 (D23)

Reading difficulties: I/41 (56), I/57 (114), I/90 (C1), II/53 (D17), IV/168 (D2), IV/224 (D1)

Reading instruction: II/18 (D2), II/74 (C1), IV/288 (D1), IV/229 (D2)

Reading tests: II/44 (C13), IV/173 (D1)

Reading

aloud: II/74 (C1)
analytical study of reading errors: II/44 (C13)
blind children: IV/175 (D4)
critical and creative: I/133 (D2)
development of reading skills: I/93 (D2)
early learning: I/28 (5)
importance of letter-type: II/123 (D7)
improvement: IV/200 (D2)
individualised: II/99 (C4)

Reading (cont'd)

initial teaching alphabet: I/51 (92)
mentally retarded children: I/149 (D6)
phonemic analysis: II/127 (D8)
preferences, 8-16 age range: I/52 (93)
pre-school children: IV/114 (12)
readiness: I/90 (C1)
role of literature: I/35 (32)
silent: II/74 (C1)
teaching beginners: I/51 (91)

Reasoning: IV/152 (D2), IV/153 (D5)

Recruitment

of adults for vocational training: I/136 (D8)
of pupils to the "gymnasium": II/110 (C5)
of researchers: II/127 (D5)
of student teachers: II/59 (C3)
of teachers: I/60 (124), II/126 (3/68), II/126 (4/68), IV/29 (3)
of university students: I/36 (33), I/45 (70), I/46 (75), I/58 (117), IV/16
to higher education: I/45 (72)
to secondary education: I/46 (73), I/140 (C4), II/28 (C1)
to secondary vocational schools: IV/24 (4)
to teacher training: I/84 (D1), I/117 (C3)
to technical schools: IV/231 (C1)

Reform, educational: IV/115 (18)

Regional

mobility: IV/86 (D4)
planning: IV/10

Rehabilitation, of gypsies: I/128 (C3)

Reinforcement

effect on optimism: IV/6 (4)

Reliability

of examinations: II/98 (C1)
of multiple choice tests: I/140 (C3)

Religious education: I/32 (16), I/39 (49), I/125 (D13), IV/73 (D2)

Remedial instruction: II/121 (D4), II/122 (D5), IV/31 (1), IV/185 (D1)

Research: IV/108 (D3)

biology: II/127 (D3)
documentation: IV/67 (D13)
empirical, bases and limits in schools: IV/56 (CD15)
expenditure: II/126 (5)

Research (cont'd)

international comparison: IV/35 (3), IV/55 (CD5), IV/57 (CD17)
man-years: II/126 (5)
primary school level: IV/228 (D1)
teacher attitudes: I/52 (95)
time spent on research by university staff: IV/213 (D5)

Research and development

expenditure: II/127 (D6)
manpower: II/127 (D6)

Research information system

university planning: IV/130 (D4)

Researchers

career pattern: II/126 (3/70)
recruitment: II/127 (D5)
working conditions: II/126 (3/70)

Retarded speech development: I/49 (86), I/57 (114)

Retention

of information presented in various manners: II/112 (D2)

Role perception: IV/52 (CD2)

Rural education: II/85 (C1), II/115 (D9), IV/10, IV/33 (1), IV/35 (2), IV/95 (CD3), IV/112 (C7), IV/160 (D1), IV/259 (C4)

Salaries, teachers': II/95 (D8)

School administration: II/119 (C2), IV/76 (D12)

School attendance: II/39 (C5), IV/66 (D3), IV/213 (D4)

School autonomy: IV/77 (D15)

School building: IV/122 (C1), IV/123 (D1), IV/125 (D4)

economic aspects: IV/123 (C2), IV/124 (D3)
influence on the educational process: I/114 (D17)
open space areas: IV/130 (D3)
restoration and utilisation of old school buildings: IV/124 (D2)

School clinics

remedial work: II/122 (D5)

School career

factors determining choice: I/45 (70)

School environment

influence on reading attainment: I/51 (91)

School facilities

influence on the location of industrial establishments: IV/83 (C1)

School information systems: IV/89 (D3)

School leaving: II/86 (D1), IV/215 (D1)

School organisation: I/75 (D3), I/112 (D13), I/128 (C2), I/150 (D8), IV/71 (4), IV/88 (D1), IV/224 (D2)

comprehensive school: IV/72 (C8)
effect on achievement: I/28 (7), I/52 (96)
effect on attitudes and behaviour: I/52 (96)
effect on pupil participation: I/53 (100)
first grade level: IV/31 (2)
in a rural area: IV/10
primary school level: IV/96 (CD5)
working hours: II/50 (D9)

School principals

job analysis: I/106 (D6)

School readiness: IV/177 (D1)

School reform: IV/10, IV/54 (C1), IV/61 (D2)

Schools

effects of the establishment of new schools: IV/96 (CD4)

Schools Council for Curriculum and Examinations: I/38 (45), I/39 (46)

School systems

comparative study: I/74 (D2), I/75 (D3)

School transfers: I/147 (D3)

School working hours: II/50 (D9)

Science

5-13 age range: I/35 (30)
combined science course, 11-13 age range: I/33 (21)
combined science course, 13-16 age range: I/36 (36)
concept formation: I/54 (103)
curriculum development: II/112 (D1), II/117 (C1), IV/252 (D1)
curriculum development, elementary school level: IV/52 (CD1c)
curriculum development, secondary school level: IV/263 (D3)
curriculum development, university level: I/54 (102), IV/262 (D1)
historical survey: IV/250 (C1)
integrated course, 13-16 age range: I/39 (50)

Science (cont'd)

international study on educational achievement: I/27 (2), I/27 (3), I/125 (D14), II/55 (D23)
junior secondary school level: II/95 (D6)
recruitment of university students: I/45 (70)
secondary school level: II/117 (C1)
second-level schools: II/90 (D4)
teaching methods: II/91 (D5), II/112 (D1), II/117 (C1)
West Indian Science Curriculum Innovation Project: II/88 (C1)

Scientific manpower development: IV/250 (C1)

Scottish education

bibliography: I/52 (94)

Secondary education

development plan: II/78 (1)
educational choices: I/72 (C2)
Ireland, historical study: II/94 (D3)
recruitment to: II/28 (C1)
regional differences in structure: II/76 (1)
upper cycle: II/58 (C1), II/76 (1), II/77, II/126 (1/68)

Secondary modern school

evaluation of development of: IV/96 (CD6)

Secondary vocational schools

recruitment: IV/24 (4)

Selection

for vocational training: IV/166 (D1)
in school: IV/57 (CD18)
of pupils: II/70 (D2)
of talented pupils: IV/262 (C2)

Self-government

in higher education: IV/204 (D1)

Sex education: IV/27 (2), IV/52 (CD1e), IV/102 (C1)

Sex role: IV/52 (CD2)

Simulation: IV/20 (2), IV/89 (D5), IV/197 (D1)

Single concept films

physics: IV/22 (2)

Single sex schools: II/66 (C1)

Skilled workers: IV/209 (C7)

Slow learners: I/85 (D2)

Small group instruction: IV/12, IV/37 (5), IV/183 (D1), IV/197 (C1)

Social background

influence on school success: II/38 (C2)
of Folk Academy students: II/71 (C2)
of secondary school pupils: II/62 (C1)
of university students: II/40 (C6), II/84 (C5)

Social development

comprehensive school pupils: I/110 (D10)
influence of ability grouping: I/53 (97)
pre-school children: I/47 (79)

Social education: I/32 (19), I/38 (43)

Social experience

of comprehensive school pupils: IV/52 (CD2)

Social integration

of gypsies: I/128 (C3)
of young potential social deviants: IV/99 (4)

Socialisation: I/58 (118), I/154 (D5), II/10 (9), IV/62 (D4)

Social learning: IV/51 (CD1a), IV/113 (5)

Socially disadvantaged children: I/113 (D15), I/148 (D5), IV/113 (1), IV/225 (D3), IV/234 (D2)

Social relationships: I/37 (40), I/158, II/129 (5)

Social science graduates

future supply and demand: II/127 (D1)

Social scientists

demand for: I/42 (59)

Social structure

in relation to educational structure: IV/95 (CD3)

Social studies: I/37 (40), IV/73 (D3)

Social work: IV/99 (4), IV/99 (5)

Socio-economic factors

influence on educational career: I/121 (D6)
influence on "gymnasium" recruitment: II/110 (C5)
influence on provision of educational services: I/29 (10)

Socio-economic factors (cont'd)

influence on study choice: I/148 (D4)
influence on verbal ability: IV/114 (11)

Socio-economic instruction: IV/72 (C6)

Sociological factors

influence on achievement: I/56 (110), I/59 (119), II/62 (C1)
influence on behaviour patterns of comprehensive school pupils: IV/52 (CD2)
influence on career choice: II/62 (D1)
influence on cognitive development: I/50 (89)
influence on education: IV/106 (CD1)
influence on educational choice: I/53 (98), I/72 (C2), II/98 (C2)
influence on educational career: I/122 (7), II/58 (C1)
influence on educational opportunities: IV/37 (3)
influence on educational standards of adults: I/159 (1)
influence on occupational aspirations: I/50 (88)
influence on parental attitudes: II/39 (C5)
influence on reading attainment: I/51 (91)
influence on school attendance: II/39 (C5)
influence on secondary school recruitment: I/140 (C4)
influence on speech development: I/49 (86)
influence on the acquisition of grammar: I/48 (81)
influence on the output of education: IV/162 (C1)
influence on truancy: I/54 (105)
influence on verbal reasoning ability: II/99 (3)
influence on vocabulary: II/41 (C7)
predictive value for educational and vocational achievement: I/117 (C2)

Sociology of education: I/43 (62), I/53 (100), I/55 (107), I/56 (112), I/63 (131), I/117 (C2), I/121 (D6), I/122 (D7), I/134 (D4), II/26 (1), II/39 (C5), II/40 (C6), II/58 (C1), II/62 (C1), II/62 (D1), II/64 (D2), II/71 (C2), II/89 (D1), II/96 (D9), II/98 (C2), II/99 (C3), II/110 (C5), II/114 (D6), II/121 (D3), II/121 (D4), II/129 (5), IV/37 (3), IV/52 (CD2), IV/71 (C5), IV/95 (CD3), IV/103 (C4), IV/115 (20), IV/204 (D2), IV/206 (C2)

Special education: II/8 (1), II/8 (2), II/78 (1), IV/104 (C8)

Speech handicapped children: I/41 (56)

Spelling: I/153 (D1), IV/29 (1), IV/116 (22)

Sport: II/45 (C14), II/54 (D19)

Sports leaders: II/45 (C14)

Standardisation

teaching aids: IV/28

Statistical analysis

of university students: II/89 (D1), IV/184 (D3), IV/212 (D1)

Statistics

university level: I/42 (60)

Structure

upper secondary school: II/76 (1)

Structure, educational

in relation to social structure: IV/95 (CD3)

Student democracy: I/112 (D14)

Student enrolment: IV/206 (C1)

Students

in Folk Academies: II/71 (C2)
Norwegian, in higher education: II/126 (3/69)
socio-political attitudes: IV/115 (15)

Student teachers: I/61 (125), II/58 (C2)

Student transportation

relation to school achievement: II/39 (C4)

Student welfare: I/148 (D5)

Student work load: I/150 (D8)

Study abroad: IV/252 (C3), IV/261 (C1)

Study behaviour: I/156 (D8), IV/158 (D3), IV/172 (D4), IV/190 (D2)

Study circles: II/71 (C1), II/72 (D1)

Study conditions

university students: I/156 (D7)

Study lessons: IV/143 (C1), IV/144 (D1)

Study methods: I/78 (D5), I/79 (D7), I/85 (D2)

Supervisors, secondary school: IV/247 (D2)

Supply and demand

educational: IV/35
engineers: IV/210 (D2)
university graduates: IV/209 (C7)

Syntax

of 9-year olds: II/50 (D8)

Systems development: IV/190 (D1)

Talking books: I/150 (D7)

Taxonomy

cognitive and affective dimensions of reading: I/133 (D2)

Teacher behaviour: I/146 (D2), IV/145 (C1), IV/174 (D2), IV/222 (D2), IV/254 (C1)

Teacher effectiveness

prediction of: I/109 (D9)

Teacher-learner interaction: IV/145 (C1), IV/197 (C1)

Teacher ratings

predictive value for educational and vocational achievement: I/117 (C2)

Teacher training: I/61 (125), I/61 (126), I/62 (127), II/66 (C2), II/114 (D8), IV/2 9(3), IV/55 (CD4), IV/73 (D1), IV/112 (C8), IV/165 (C2), IV/174 (D2), IV/179 (D1), IV/254 (C1)

admission criteria: II/111 (C6)
assessment of students: I/118 (C4)
attitudes of teachers to further training: II/56 (D25)
changes in attitude of prospective teachers: IV/60 (D1)
educational technology: II/96 (D10)
evaluation of methods: I/84 (D1)
factors related to the success of: II/58 (C2)
for the teaching of Welsh and English: I/48 (83)
in-service: I/31 (15), I/93 (D3), II/67 (D2)
instrumental and vocal teachers: IV/38 (2)
international comparison II/96 (D10), IV/55 (CD3)
job analysis of teachers: I/108 (D8)
micro-teaching: I/88 (D6), II/91 (D6)
modern language teachers: II/93 (D2), IV/192 (D1), IV/193 (D3)
prediction of success: II/60 (D2)
probationary period: IV/56 (CD12)
qualitative evaluation: I/94 (D4), I/121 (D5)
recruitment: I/84 (D1), I/117 (C3), II/59 (C3)
socio-psychological survey of students: IV/28
teachers of expressive subjects: IV/220 (C1)
television: II/43 (C10)
television, closed circuit: I/107 (D7), I/118 (C5), I/118 (D1)

Teachers

attitudes: II/102
attitudes towards appointment and transfer procedures: IV/246 (C2)
attitudes towards apprenticeship training: II/20 (3)
attitudes towards reform of the "gymnasium": II/129 (6)
attitudes towards school problems: IV/58 (CD26)
attitudes towards their profession: IV/71 (C3)
census: IV/212 (D2)
demand for distant study systems: IV/108 (D4)

Teachers (cont'd)

functions of the form teacher: II/18 (D3)
in Folk Academies: II/72 (D2)
instrumental and vocal: IV/38 (2)
knowledge concerning their pupils: II/41 (C8)
modern language: II/93 (D2)
personality: II/113 (D5), IV/179 (D2)
recruitment: I/60 (124), II/126 (2/68), II/126 (3/68), II/126 (4/68), IV/29 (3)
role perception: I/61 (126)
salaries, historical survey: II/95 (D8)
shortage: IV/29 (3)
university level: I/96 (C1), II/22 (2), IV/202 (C1), IV/213 (D5)
values: II/102

Teaching aids: II/119 (C4), IV/232 (C3), IV/234 (D1)

affective effects: II/51 (D12)
living materials: I/31 (15)
vocational technical education: IV/118 (9)

Teaching-learning process: II/85 (D1)

Teaching machines: I/151 (D9), IV/11, IV/36 (2)

Teaching methods: I/75 (D3), I/84 (D1), I/150 (D8), II/24 (4), II/60 (D1), II/89 (2), IV/11, IV/103 (6), IV/117 (7), IV/222 (D2)

adaptation to the pupil's personality: I/29 (9), IV/23 (3)
adult education: I/154 (D4)
anatomy: IV/158 (D2)
based on behavioural science theories: I/141 (D2)
biology: IV/93 (CD4), IV/93 (CD5)
chemistry: I/33 (22), II/11 (13), IV/93 (CD2), IV/93 (CD3), IV/226 (D1)
concept formation: I/105 (D3)
economics: II/75 (D2)
effectiveness: II/114 (D8)
English as a foreign language: I/71 (C1), I/86 (D4), I/125 (D12), II/56 (D24), IV/70 (C2), IV/192 (D1), IV/221 (D1)
evaluation of: II/24 (5)
for the mentally retarded: I/82 (C1), II/121 (D4)
for the (partially) deaf: I/151 (D9)
for the partially sighted: I/150 (D7)
French as a foreign language: IV/193 (D3), IV/235 (D)
general studies, 15-18 age range: I/37 (39)
geography: II/12 (14), II/12 (15), II/46 (C16)
German as a foreign language: I/104 (D2)
handwriting: I/41 (57)
heterogeneous classes: II/119 (D1)
history: I/124 (D11), II/13 (18), II/13 (19)
immature children: I/132 (D1)
independent work by pupils: I/124 (D11)
influenced by examinations: II/90 (D3)
influence of personality: II/113 (D5)

Teaching methods (cont'd)

influence on pupil achievement: II/50 (D10)
interaction with pupil characteristics: IV/221 (D1)
language laboratory instruction and conventional instruction: IV/17 (2)
literature: I/87 (D5)
mathematics: I/47 (80), I/103 (D1), II/55 (D22), II/94 (D4), IV/37 (5), IV/142 (D1), IV/149 (D2), IV/221 (D1)
modern languages: II/93 (D1)
physics: IV/37 (5), IV/92 (CD1)
pre-school: II/123 (D6)
reading, mentally retarded children: I/149 (D6)
religious education: I/125 (D13)
school clinics: II/122 (D5)
science: I/35 (30), II/91 (D5), II/112 (D1), II/117 (C1)
secondary vocational schools: IV/20 (2)
sixth form level: I/32 (18)
technical school: IV/148 (C1)
university level: I/130 (D5), II/43 (C10), IV/20 (1), IV/59 (CD31), IV/132 (D9)

Teaching skills

secondary school teachers: I/61 (126)

Teaching units: I/150 (D8)

Team teaching: I/103 (D1), I/112 (D13), I/150 (D8)

Technical colleges: IV/112 (C7)

student drop-outs: I/63 (130)

Technical development: IV/65 (C7)

Technical education: IV/148 (C1), IV/166 (D1)

attitudes of students, staff and employers: I/62 (129)
high failure rates: I/62 (128)
in the USA: IV/118 (9)

Technical innovations: IV/67 (D11)

Technical schools: IV/112 (C7), IV/148 (C1), IV/149 (D1), IV/231 (C1)

Technocracy

influence on education: IV/106 (CD1)

Technology: I/32 (17), I/32 (19), I/45 (70), II/28 (C2)

Television: IV/18 (1), IV/18 (2), IV/19 (3), IV/114 (14), IV/183 (D2), IV/191 (C1)

economics course: IV/16 (1)
French course: IV/191 (C)
influence on children's drawings: II/42 (C9)
influence on children's language: II/11 (12), II/42 (C9)
university level: II/43 (C10)

Television, closed circuit: I/88 (D6), I/117 (C1), II/68 (D4), II/85 (D1), IV/165 (C2)
teacher training: I/107 (D7), I/118 (D1), I/118 (C5)

Test results
"gymnasium" prediction study: I/123 (D9)

Tests
achievement, English as a foreign language: IV/24 (5)
achievement, mathematics: IV/24 (5)
achievement motivation: IV/181 (D3)
achievement, primary education: IV/173 (D1)
aptitude, sixth form level: I/46 (74)
comprehension, foreign languages: IV/192 (D2)
culture free: IV/154 (D1)
diagnostic, English as a foreign language: I/148 (D4)
diagnostic, mathematics: I/98 (D2)
diagnostic, pupil behaviour: I/147 (D3)
diagnostic, slow learners: I/85 (D2)
dictation: II/44 (C12), II/53 (D18)
English as a foreign language, primary school level: IV/192 (D1)
group, autonomy and creativity: I/110 (D11)
group intelligence, predictive validity: IV/162 (C1)
intelligence, higher level: IV/155 (D3)
intelligence, partially sighted and blind children: IV/117 (2)
intelligence, predictive value: I/138 (C1)
neuro-psychological test battery: II/8 (2)
multiple choice: IV/158 (D1), IV/164 (C1), IV/170 (D1)
multiple choice, effect of guessing: IV/251 (C2)
multiple choice, scoring techniques: I/140 (C3)
objective: IV/170 (D1)
personality, university level: I/59 (121)
prognostic, ability to acquire higher education: I/143 (D5)
prognostic, achievement pre-university level: IV/162 (C1)
prognostic, achievement university level: I/46 (74), I/58 (116)
prognostic, reading readiness: I/90 (C1)
reading: II/44 (C13), IV/173 (D1)
science ability: IV/262 (C2)
selection of teachers of expressive subjects: IV/220 (C1)
selection for vocational training: IV/166 (D1)
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